



Move On When Reading

K-3 Literacy Plans Guidance

School Level

ARIZONA DEPARTMENT OF EDUCATION
High Academic Standards for Students

[State Board of Education](#)

State Board Approved July 2012

August 2012 Publication



Table of Contents

School Level Plan	3
Section #1: School and Plan Contact Information	3
Section #2: School Literacy Leadership Team	3
Section #3: K-3 Core Reading Program(s) (Tier I) for the 2012-2013 school year	4
K-3 Core Reading Block Program(s)	4
Section #4: Reading Intervention Programs (Tiers II and III)	4
K-3 Intervention (Tier II and Tier III) Program(s)	4
Section #5: K-3 Assessment Plan	5
Outcome Assessment	5
Section #6: Professional Development Plan	6
Section #7: Parent/Guardian Communication	6
LEA Office Section	6
Core Reading Programs	7
Supplemental and Intervention Programs	8
Guidelines to Review Comprehensive (Core) Reading Programs	10
ADDITIONAL RESOURCES	10



SCHOOL LEVEL PLAN

This document is designed to support you as you compile the information on the **K-3 School Literacy Plan** which will be submitted to your LEA or Charter Holder. It is important that the information is accurate and complete and that it reflects your current school literacy plan for Kindergarten through third grade.

Section #1: School and Plan Contact Information

This section includes three (3) sets of information.

First, please enter the Local Education Agency (LEA) and school information including:

- LEA name
- School name
- School CTDS number
- School ENTITY ID number
- Arizona county in which the school resides

Next, please include information for the point of contact that can answer questions about the submitted school-level plan. Please include:

- First and last name
- Preferred phone number with area code
- Preferred e-mail address

Also in this section, please include information about your Kindergarten program from the drop-down menu. Choices include:

- Full-day
- Half-day
- Both full-day and half-day
- Currently no kindergarten program

Section #2: School Literacy Leadership Team

The school literacy leadership team uses assessment data, and develops school-wide achievement goals for literacy and for instruction. They coordinate professional development, monitor progress and make adjustments to the school plan. School literacy leadership teams meet regularly (usually monthly) to manage, organize and coordinate literacy activities school-wide.

Members of your School Literacy Team may include any of the following:

- Principal
- Reading Interventionist or Special Education teacher
- At least one grade level teacher (lead instructional teacher)
- Coach (if applicable)

Please list the Pre-K teacher if you have one.



Section #3: K-3 Core Reading Program(s) (Tier I) for the 2012-2013 school year

A comprehensive, well-designed core reading program meets Arizona's English Language Arts Standards and provides teachers with tools for systematic and explicit instruction that is cumulative. An effective comprehensive core reading program will meet the needs of 80-85% of students. It addresses the 5 essential components of reading instruction: Phonemic Awareness, Phonics and Word Study, Vocabulary, Fluency and Comprehension.

K-3 Core Reading Block Program(s)

Please indicate your **Core Reading Program** for each grade level by checking the box. Do the same for the program used for teaching reading in the Structured English Immersion (SEI) classroom. If you do not find your **Core Reading Program** on this list, check 'other' and

- indicate the Publisher, program Name and Year of publication
- check the boxes for the components which are included in your K-3 reading program (Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension)

**You will find a resource for evaluating/reviewing comprehensive core programs at the end of this document.*

A glossary of terms including Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension can be found at the following link: <http://www.centeroninstruction.org/files/09-PG%20Ch%209.pdf>

Instructional Time for K-3 Core Reading Block

Choose the number of minutes scheduled for the Tier I core reading block for each grade level. Please include an attachment of your master schedule when you submit your school plan to your LEA office. This attached master schedule must include the **school name** and the **school principal's name**.

In addition to each grade level, please include the number of minutes of instruction in your SEI block that address the reading standards.

Section #4: Reading Intervention Programs (Tiers II and III)

Effective Intervention Programs have been proven successful through published, reliable research. Programs for intervention address specific components of reading and are designed to close the gap and remediate reading difficulties. Intervention programs that are Supplemental, address one or several reading components, while Intensive Interventions address and weave **all** reading components together. It is important to be aware of the purpose and design of each intervention program in order to appropriately match the program to the individual student need.

K-3 Intervention (Tier II and Tier III) Program(s)

Please indicate your intervention programs (Tier II Targeted intervention and Tier III- Intensive intervention) for each grade level. Some choices are already populated. If you do not see your Supplemental or Intensive Intervention program, please fill in the name of the program in the box marked 'other'. You may have more than one intervention program per grade level.

If 'other' program is being used, you will find a resource for your reference for evaluating/reviewing intervention programs at the end of this document.



It is possible that you do not currently have Tier III Intensive Intervention yet in place. Please provide an explanation in the box.

For identified **special education** students (SLD identified specific reading disability), please indicate the Intervention reading programs in the box provided, if one is being used.

Frequency and Duration of Intervention

For each grade level and for each intervention (Tier II and Tier III), indicate both the frequency (number of days per week) and the duration (number of minutes per session) of the intervention students receive.

It is possible that you do not currently have Tier III Intensive Intervention yet in place. If this is the case, please indicate 'not available' by checking the appropriate box for the grade levels it is not available.

Section #5: K-3 Assessment Plan

As per ARS §15-704, the required comprehensive assessment components include Universal Screening, Diagnostic Assessment, Progress Monitoring Tools and an Outcome Assessment. This system identifies students at risk of reading difficulty at the beginning of the school year or upon entry in school, determines specific skill areas to be addressed in intervention and provides progress monitoring information for student and program decisions.

Outcome Assessment

3rd Grade AIMS-Reading Data

Enter the percentage of third grade students at each level (Exceeds, Meets, Approaches, Falls Far Below) for AIMS-Reading. Use the data from your Accountability Reports from 2011, 2010, 2009.

Universal Screening

Universal Screening Tools are administered to all students and provide baseline data for sorting those who meet benchmark (grade level) and those who do not meet benchmark (*at-risk*).

Scheduling of Assessment

Please indicate *when* students receive the universal screening for each grade level.

Next, indicate the name of the universal screening tool used. Two commonly used universal screeners are listed. Use the box labeled "other" to enter the name of your universal screening tool if it is *not* DIBELS/DIBELS NEXT or AIMSweb.

Diagnostic Tools

Diagnostic Tools are used for students who are not at benchmark and for whom additional information is necessary for targeted instruction.

Scheduling of Assessment

Please indicate *when* students receive the diagnostic assessments for each grade level.



Diagnostic Tools

Please indicate for each grade level the targeted areas for which the diagnostic tools are used. If you use additional diagnostic tools not listed, please indicate what they are in the box labeled *other*.

Progress Monitoring Tools

Progress Monitoring Tools provide information to help determine effectiveness of instruction, student progress and plans for intervention.

Assessment Frequency

Please indicate *when* students in each category are monitored: At Benchmark, At Approaching (Targeted) and At Significant Risk (Intensive).

Progress monitoring tool: Please indicate for each grade level the progress monitoring tool used. If you do not use DIBELS/DIBELS NEXT or AIMSweb, please enter the *name* of your progress monitoring tool in the section labeled '*other*'.

Summative Assessment Tools

Summative Assessments measure a student's overall performance at the end of each grade level and the effectiveness of core reading instruction.

Please indicate for each grade level the summative assessment tool used at the end of the year. For each grade level, in the section labeled *other*, indicate what is used if it is *not* DIBELS/DIBELS NEXT or AIMSweb. The Summative Assessment tool given to third grade students is AIMS. No indication is necessary for third grade.

Section #6: Professional Development Plan

A professional development plan is aligned with data and addresses the needs for instructional improvement. The Literacy Leadership team is involved in the planning of professional development.

Please indicate the providers for the area(s) of focus for your 2012-2013 professional development plans in each box. Check Yes or No for each grade level for which it will be an area of focus.

Section #7: Parent/Guardian Communication

Communication with parent/guardian is essential and includes steps for their involvement at home.

Please indicate the letter(s) that the LEA/school has prepared for the parent notification per ARS § 15-701 (B).

Please use the School Comments box for any additional information you would like to provide.

LEA Office Section

This section is for the **LEA to complete**. Please provide the following:

- Date the LEA approved the school plan
- Name and position of the approver
- Any comments to ADE
- Date the LEA submitted the school plan



CORE READING PROGRAMS

Please note: This list is not intended to be an exclusive list but designed to assist LEA's and schools in identifying the Core Reading Program that is being used for their K-3 reading program. The list does not constitute an endorsement or approval of any particular program. The list is meant to be just one source of information that may help LEA's or school personnel in filling out the K-3 Literacy Plan.

Harcourt, ***Trophies*** 2003

Houghton Mifflin, ***The Nation's Choice*** 2003

Houghton Mifflin, ***Houghton Mifflin Reading*** 2007, 2009

Houghton Mifflin/Harcourt, ***Storytown*** 2007, 2009

Houghton Mifflin/Harcourt, ***Rigby Literacy*** 2000, 2011

Houghton Mifflin/Harcourt, ***Literacy by Design*** 2011

MacMillan/McGraw-Hill, ***MacMillan McGraw-Hill Reading*** 2003

Macmillan/McGraw-Hill, ***Treasures*** 2007, 2009, 2011

Mondo, ***Bookshop***

Scott Foresman, ***Scott Foresman Reading*** 2000, 2002, 2004

Pearson, Scott Foresman ***Reading Street*** 2008, 2011

SRA, ***Open Court*** 2000, 2002, 2005

SRA/McGraw-Hill, ***Imagine It!*** 2008

SRA/McGraw-Hill, ***Reading Mastery Plus*** 2002

SRA/McGraw-Hill, ***Reading Mastery Signature*** 2008

Success For All Foundation, ***Success For All*** 2003, 2005

Voyager, ***Universal Literacy*** 2003



SUPPLEMENTAL AND INTERVENTION PROGRAMS

Please note: This list is not intended to be an exclusive list but designed to assist LEA's and schools in identifying the Supplemental and Intervention Reading Program(s) that are being used for their Tier II (targeted) or Tier III (intensive) intervention programs. **The list does not constitute an endorsement or approval of any particular program.** The list is meant to be a source of information that may assist LEA's or school personnel in completing the K-3 Literacy Plan.

Section: Reading Intervention Programs for Tier II and Tier III

1. Accelerated Reader
2. Accelerated Literacy Learning (A.L.L.)
3. Barton Reading & Spelling System
4. Building Vocabulary Skills
5. Comprehension Plus
6. Corrective Reading
7. DaisyQuest
8. Early Intervention in Reading
9. Early Success
10. Earobics
11. Edmark Reading Program
12. Elements of Reading, Comprehension
13. Elements of Reading, Fluency
14. Elements of Reading, Phonics and Phonemic Awareness
15. Elements of Reading, Vocabulary
16. First Grade Peer-Assisted Literacy Strategies
17. Failure Free Reading
18. Fast Forward Language
19. Foundations
20. Great Leaps
21. Harcourt Trophies First Grade Intervention Kit
22. Headsprout Early Reading
23. Horizons
24. iStation
25. Kaleidoscope
26. KidBiz3000
27. Kindergarten Peer-Assisted Literacy Strategies (K-PALS)
28. Ladders to Literacy
29. Language!
30. Language First!
31. Language for Thinking
32. LeapTrack Assessment & Instruction System
33. Lexia Reading
34. LiPS
35. PALS
36. Peer-Assisted Learning Strategies



37. Phonics for Reading
38. Phono-Graphix
39. PLATO Early Reading Program
40. PLATO FOCUS and Reading Language Program
41. Project Read
42. QuickReads
43. Questioning the Author
44. RAVE-O
45. Read Well
46. Read, Write & Type
47. Reading Recovery
48. Road to the Code
49. Saxon Phonics and Spelling
50. Scott Foresman Early Reading Intervention
51. Seeing Stars
52. Sing, Spell, Read and Write
53. Six Minute Solution
54. Smart Tutor: Reading
55. Smart Way Reading and Spelling
56. Soar to Success
57. Sound Partners
58. Spalding Writing Road to Reading
59. SpellRead
60. S.P.I.R.E. and Sounds Sensible
61. SRA Early Interventions in Reading
62. Start Making a Reader Today (SMART)
63. Stepping Stones to Literacy
64. Success For All
65. Text Talk
66. Visualizing and Verbalizing
67. Voyager Passport E, F, & G
68. Voyager Universal Literacy System
69. Waterford Early Reading System
70. Wilson Fluency/ Basic
71. Wilson Reading System



Guidelines to Review Comprehensive (Core) Reading Programs

Florida Center for Reading Research

<http://www.fcrr.org/fcrrreports/guides/CCRP.pdf>

Scientifically-Based Reading Programs: What are they and how do I know?

http://www.fcrr.org/science/pdf/arndt/AA_Summer_Institute_July_2007.pdf

Analyzing a Core Reading Program

http://oregonliteracypd.uoregon.edu/sites/default/files/topic_documents/20-R2-CriticalComponents.pdf

Center on Instruction Professional Development Module Reviewing a Reading Program

<http://www.centeroninstruction.org/reviewing-a-reading-program-professional-development-module>

ADDITIONAL RESOURCES

Teaching All Students to Read in Elementary School: A Guide for Principals

<http://www.centeroninstruction.org/teaching-all-students-to-read-in-elementary-school-a-guide-for-principals>

Comprehensive K-3 Reading Assessment Plan: Guidance for School Leaders

<http://www.centeroninstruction.org/a-comprehensive-k-3-reading-assessment-plan-guidance-for-school-leaders>

Intensive Reading Interventions for Struggling Readers in Early Elementary School: A Principal's Guide

<http://www.centeroninstruction.org/intensive-reading-interventions-for-struggling-readers-in-early-elementary-school-a-principals-guide>